**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: K** | | | **Date(s)**: |
| **Unit Title:** Let’s go on a scavenger hunt! | | | | **Corresponding Unit Task:** Task 1 Day 1 | | |
| **Essential Question(s):**   |  | | --- | | What does a number represent?  Why do we use numerals?  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  -10 Black Dots  -Chart paper to create number anchor chart  -Markers  -Example pictures  -Manipulatives  -Calendar and five frame | | **Student:**  -Manipulatives | | | **Count, count on, number, how many** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **K.CC.1**  **K.CC.2** | | | | | |
| **I Can Statement(s):**  -I can count to 5.  -I can count to 5 starting from any number.  -I can count sets of objects.  -I can recognize numerals to 5. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  - Create a number anchor chart, with a real-life example for each number 1-5. (Such as a tricycle for 3). | | | | | |
| **Teacher Directed:**  - Read 10 black dots.  - Model counting the number of dots on each page.  -Calendar: count the number of days in August, begin five frame to keep track of the days we have been in school. | | | | | |
| **Guided Practice:**  -Review the 10 Black Dots, having students come up to count pages 1-6.  -Teacher led counting with actions game, to practice rote counting. –Stand up, sit down, stand up, sit down, stand up, while counting. Repeat. –Then touch five parts of the body, such as head, shoulders, waist, knees, toes, while counting. –Finger flash is also an option: call out a number, and have students hold up that number of fingers behind the other hand. When the teacher says ‘finger flash’, all students hold up their hand to show the number of fingers. Then count fingers together. | | | | | |
| **Independent Practice:**  -Counting centers including: hold up a number of fingers and have your partner count them, then count yourself to check; build a unifix cube train and count the number included; match unifix cubes to fit within a shape outline and count how many used, etc. | | | | | |
| **Closing/Summarizing Strategy:**  -Review anchor chart created at the beginning of the lesson. Practice counting using actions. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Have students who are able continue counting beyond 5 while building and exploring with math manipulatives.  Have numeral cards available during independent practice for students who are ready to begin working with them. | | | During independent practice work individually or in small groups with lower students, practicing counting together, and modeling one-on-one counting. | | | |  | | --- | | -Model the task as many times as needed for the student.  -Explain instructions step-by-step, rephrasing where necessary. Orally go through each number one-on-one, having the students repeat after the teacher model.  -Count along with the students. | |
| **Assessment(s):**  Teacher led finger flash. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |